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ABSTRACT

A total of 378 articles were published in the "Journal of Educational Research" from 1990-1999. Ninety-seven (26%) focused on literacy. Information was categorized for each article with respect to authors' gender, multiple versus single authorship, study design, use of statistics, age of subjects, number of subjects, and kind of research. There was no significant trend by year for the number of articles published by sole vs. multiple authors or by men, women, or male/female co-authors. More than 70% of the articles had multiple authors. There was no significant trend by year for design of study, statistics used, or number of subjects in the study. There was, however, a trend away from applied research after 1996. There were no applied research studies published 1997-1999 while approximately one literacy-focused applied research article a year was published 1991-1996. There was also some movement away from studies with "n" larger than 1000 from 1995 through 1999. The total number of articles focused on literacy decreased from 1996. The average number of articles published with a literacy focus 1990-1995 was 12.38. The average number 1996-1999 was 5.75. With respect to design, approximately 50% of the articles published were experimental while 22% were correlational and 21% were descriptive. Approximately 36% of the articles used ANOVA, 20% used correlation including multiple regression, 17% used descriptive statistics including percentages and frequencies, and 13% used other multivariate techniques such as MANOVA. The remaining articles employed path analysis, M/ANOVA with multiple regression, Yates' algorithm, chi square, factor analysis, or no statistics (4%). Fifty-four percent of the articles had elementary school subjects, 15% high school subjects, 14% multiple-age subjects (often children and their parents and/or teachers), 5% middle school subjects, 4% college students, 5% other adults, and 2% no human subjects. (Contains 6 tables of data and 99 references.) (Author/RS)

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A Decade of Literacy Research in the *Journal of Educational Research*

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Abstract

Three hundred seventy-eight articles were published in *JER* from 1990-1999. Ninety-seven (26%) focused on literacy. Information was categorized for each article with respect to authors' gender, multiple versus single authorship, study design, use of statistics, age of subjects, number of subjects, and kind of research. There was no significant trend by year for the number of articles published by sole vs. multiple authors or by men, women, or male/female co-authors. More than 70% of the articles had multiple authors. There was no significant trend by year for design of study, statistics used, or number of subjects in the study. There was, however, a trend away from applied research after 1996. There were no applied research studies published 1997-1999 while approximately one literacy-focused applied research article a year was published 1991-1996. There was also some movement away from studies with *n* larger than 1000 from 1995-on. The total number of articles focused on literacy decreased from 1996. The average number of articles published with a literacy focus1990-1995 was 12.38. The average number 1996-1999 was 5.75. With respect to design, approximately 50% of the articles published were experimental while 22% were correlational and 21% were descriptive. Approximately 36% of the articles used ANOVA, 20% used correlation including multiple regression, 17% used descriptive statistics including percentages and frequencies, and 13% used other multivariate techniques such as MANOVA. The remaining articles employed path analysis, M/ANOVA with multiple regression, Yates' algorithm, chi square, factor analysis, or no statistics (4%). Fifty-four percent of the articles had elementary school subjects, 15% high school subjects, 14% multiple-age subjects (often children and their parents and/or teachers), 5% middle school subjects, 4% college students, 5% other adults, and 2% no human subjects.

A Decade of Research in the *Journal of Educational Research*

The *Journal of Educational Research* is rated as one of the top journals in education in almost survey taken. It stands the tests of rigor, significance of studies, and circulation. Approximately one fourth (97 of 378 articles) of its content focuses on literacy 1990-1999. This is an important point because a review of two other general education journals, namely the *Journal of Research and Development in Education* (*JRDE*) and the *Journal of Experimental Education* (*JEE*), demonstrates that about 15% of their contents are on literacy-related topics. *JER* also publishes more articles (378 vs. 246/*JEE*) than many other journals over a ten-year period. Since *JER* publishes more articles than other journals and a higher percent of its content focuses on literacy, it is a very important source of work on literacy-related topics. The purpose of this article is to identify trends in *JER* 1990-1999 and to describe its contents in terms of single vs. multiple authors, focus of the study, design, statistics used if any, age of subjects, number of subjects, applied versus basic research, and gender of authors.

Methods and/or Techniques

Two university faculty, each with a Ph.D. with a literacy focus, who are also credentialed public school teachers, read every abstract in *JER*, 1990-1999. Each separately decided if the article focused on literacy and should be included in the study. They agreed on 91% of the articles after reading the abstracts. The other 9% were included/excluded following their discussion. Collectively, the researchers defined literacy and applicable abstracts as those dealing with some aspect of reading, writing, and speaking with subjects who were students in kindergarten through graduate school. After discussion, they included articles with adults (non-students, parents and/or teachers of children in the study) and those with no human subjects such as reviews of research on handwriting.

Following the work of Nelson and Coorough (1994), the following information was identified and categorized by two of the researchers on each study: 1)gender of authors; 2)multiple versus single authorship; 3) design of study (e.g., experimental, descriptive, correlational, analytical, program evaluation, historical, and qualitiative;4) statistics (e.g., ANOVA model, frequencies and percentages, correlation, nonparametric, multivariate, and no statistics; 5) age of subjects; 6) number of subjects; and 7) type of research (basic versus applied). If the researchers could not obtain the information from the abstracts, the entire article was used. Two researches also categorized information pertaining to the topic(s) of the studies. They agreed on 97% of the categories; the other 3% were decided through discussion.

Data Source

The data source was the abstracts from the articles, 1990-1999. The articles themselves were used when necessary.

Results and/or Conclusions

Three hundred seventy-eight articles were published in the *Journal of Educational Research*, 1990-1999. Ninety-seven of the articles focused on literacy. The number of articles focusing on literacy is presented in Table 1 by year. Approximately two-thirds of

Insert Table 1 here.

the articles were published in the first half of the decade. There is a noticeable decline in the number of articles published on literacy after 1996.

Twenty-seven (28%) of the articles were single-authored and 70 (72%) of the

Insert Table 2 here.

articles were co-authored. Thirty-three (34%) were authored by men, 26 (27%) by women, and

38 (39%) had male and female co-authors. There was no significant trend by year concerning the number of articles published by men, women, or male-female co-authors.

Insert Table 3 here.

There were no changes in predominant approaches to design during the decade, which is depicted in Table 4. Forty-eight (49%) of the articles were experimental in design, 21 (22%) correlational, 17 (18%) descriptive, 5 (5%) experimental/correlational, 2 (2%) historical, 3 (3%) qualitative, and 1 (1%) descriptive/correlational. More studies used ANOVA (35/36%) than

Insert Table 4 here.

any other statistical technique, 19 (20%) used correlation, including multiple regression, 16 (16%) used descriptive statistics, 12 (12%) used multivariate techniques (primarily MANOVA), 5 (5%) used M/ANOVA with regression, 2 (2%) used chi square, 1 (1%) used path analysis, 1 (1%) used Yates' algorithm, 1 (1%) used factor analysis, and 4 (4%) used no statistics.

The majority of the studies focused on elementary school-age children (52, 54%), 15 (15%) on high school students, 14 (14%) on multi-age groups, 5 (5%) on middle school, 5 (5%) on adults, 4 (4%) on college students, and 2 (2%) had no human subjects. Fourteen (14%) studies had 0-25 subjects, 11 (11%) had 26-50, 13 (13%) had 51-75, 15 (15%) had 76-100, 11 (11%) had 101-150, 10 (10%) had 150-200, 15 (15%) had 200-1000, and 6 (6%) had more than 1000 subjects. Two studies did not have human subjects and one article did not report the number of subjects.

The articles had primarily one focus. If there were multiple foci, articles were categorized for each focus. See Table 5. There were 21 articles on some aspect of writing,

Insert Table 5 here.

14 on reading strategies, 10 on beliefs and attitudes, 9 on content area reading, 8 on reading

comprehension, 7 on literature-based reading, 7 on special populations, and 6 technology-related. Other topics occurred less frequently. The significant findings from each study are given in Table 6.

Insert Table 6 here.

In conclusion, who we are and what we study are important to know, not only historically, but also to note trends, patterns, and descriptions of our work. The 1990s have seen a revival of interest in standardized testing, in standards-based instruction, in student achievement, and in teachers' competence. We note that no one topic, design, or age group totally dominates the field as published in *JER*. However, there are more popular designs, subject pools, and topics. An analytic appraisal tells us that we are working together on our research, using several statistical techniques to interpret our findings, designing our studies with multiple techniques in mind, and focusing on the school-age population, most noticeably the younger children. Large-scale studies are less common at the end of the 1990's, an interesting fact. Also interesting, and disturbing to those interested in literacy research, is the decline in the number and percentage of articles focused on literacy throughout the decade. We do not think there are new, additional outlets. We are concerned that there is actually less research published and hope this trend does not continue. We would interpret much of this data as favorable, namely male and female co-authors, multiple techniques and designs, and several subject pools. However, the decline in the number of articles published focused on literacy is a concern to those of us who focus on this very important topic.

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Table 1 **Number of Articles by Year**

Year	Number of Articles
1990	20
1991	12
1992	11
1993	11
1994	10
1995	10
1996	5
1997	6
1998	8
1999	4

Table 2 **Single vs. Multiple-Authored Articles by Year**

Year	Single Author	Multiple Authors
1990	7	13
1991	2	10
1992	5	6
1993	1	10
1994	3	7
1995	3	7
1996	1	4
1997	2	4
1998	3	5
1999	0	4
	27	70
	28%	72%

Table 3 **Gender of Authors by Year**

Year	Male	Female	Male/Female
1990	11	4	5
1991	5	3	4
1992	5	3	3
1993	3	3	5
1994	2	1	7
1995	3	6	1
1996	1	1	3
1997	2	1	3
1998	1	3	4
1999	0	1	3
	33	26	38
	34%	27%	39%

Table 4 Design of Study by Year

Year	Design						
	Exp	Correl	Descrip	Experi/Correl	Historical	Qualitative	Descrip/Correl
1990	15	3	1	1			
1991	7	3	2				
1992	4	1	4	2			
1993	7	2	-		1	1	
1994	4	3	3				
1995	4	1	2		1	1	1
1996	0	3	1			1(and descriptive)	
1997	2	2	1	1			
1998	3	3	1	1			
1999	2	0	2				

Table 5 Articles by Author/Year/Number and Gender of Authors/Design/Ss Age, Topic

Author	Year	Single/ Multiple Author(s)	M, F, M/F	Design	Age of Ss	Topic
Alexander	1998	Single	Male	Experiment	Gr.1-3	Reading: Strategies
Allred	1990	Single	Male	Experiment	Gr.1-6	Specific Populations: Gender; Spelling
Alvermann, Hynd, Quian	1995	Multiple	Female	Experiment	Gr. 9	Genres: Content area literacy
Bean	1997	Single	Male	Descriptive	Pre-Service Teachers	Specific Populations: Preservice pedagogy; Content area literacy
Bean, Searles, Singer, Cowen	1990	Multiple	M/F	Experiment	High School	Genres: Content area literacy
Bean, Valerio, Senior, White	1999	Multiple	M/F	Descriptive	Gr.9	Genres: Literature-based
Carlisle, Felbinger	1991	Multiple	F	Experiment	Gr.4,6, 8	Reading:Comprehension
Dale	1994	Single	F	Descriptive	Gr.9	Writing: Processes and products
Davidson, Jenkins	1994	Mutliple	M/F	Experiment	Gr. K	Reading: Phonological Awareness; Spelling
Davis	1994	Single	M	Experiment	Gr.3,5	Reading: Comprehension; Thinking tools
Denner, McGinley	1992	Multiple	M	Experiment	Gr.7,8	Reading: Strategies
Dobbie, Askov	1995	Multiple	F	Historical	N/A	Writing: Handwriting
Dreher, Zenge	1990	Multiple	F	Correlational	Gr.1,3 5	Reading: Achievement

Dwyer, Sullivan	1993	Multiple	M	Experiment	High School	Writing: Technology: Literacy Mediums: Technology
Eldredge	1990	Single	M	Experiment	Gr. 3	Reading: Strategies
Eldredge, Quinn, Butterfield	1990	Multiple	M	Experiment	Gr.2	Reading: Vocabulary
Engle, Carullo, Collins	1991	Multiple	M/F	Correlational	Gr.1,3 6	Reading: Comprehension
Englehard, Walker, Gordon, Gabrielson	1994	Multiple	M/F	Correlational	Gr.8	Specific Populations: Gender, race; Writing
Foote	1998	Single	F	Experiment	Under-grads.	Questioning Strategies; Study Skills
Freppon, McIntyre	1999	Multiple	F	Descriptive	Gr. 1	Reading: Strategies
Gambrell, Koskinen, Kapinus	1991	Multiple	F	Experiment	Gr. 4	Reading: Comprehension
Gettinger	1993	Single	F	Experiment	Gr. 3	Writing: Spelling
Gillingham, Garner	1992	Multiple	M/F	Experiment/ Correlation	High School	Reading: Comprehension
Glaubman, Glaubman, Ofire	1997	Multiple	M/F	Experiment	Gr. K	Questioning Strategies & Rdg.: Comprehension
Graham, Berninger, Weintraub, Schafer	1998	Multiple	M/F	Correlational	Gr. 1-9	Writing: Handwriting
Graham, Harris, Loynachan	1993	Multiple	M/F	Historical	K-5 Spelling	Writing: Spelling
Graham, Weintraub, Berninger	1998	Multiple	M/F	Correlational	Gr.4-9	Writing: Handwriting
Grejda, Hannafin	1992	Multiple	M/F	Experiment	Gr. 6	Writing: Technology; Literacy Mediums: Technology

Griffin, Malone, Kameenui	1995	Multiple	M/F	Experiment	Gr. 5	Thinking Tools: Graphic organizers
Haynes, Richgels	1992	Multiple	M/F	Correlational	Gr. 4	Genres: Literature-based
Helwig, Rozek-Tedesco, Tindal, Heath, Almond	1999	Multiple	M/F	Experiment	Middle School	Genres: Content area literacy
Hirumi, Bowers	1991	Multiple	M	Experiment	Under-Grads	Thinking Tools: Graphic organizers
Hollingsworth, Reutzel	1990	Multiple	M	Experiment	Gr. 6	Genres: Content area literacy
Holmes, Keffer	1995	Multiple	M	Experiment	High School	Vocabulary; Literacy Mediums: Technology -related
Homan, Klesius, Hite	1993	Multiple	F	Experiment	Gr. 6	Reading: Strategies
Jacobson, Reutzel, Hollingsworth	1992	Multiple	M	Descriptive	Elem. Schl. Princi-pals	Belief Systems: Attitudes and perceptions about literacy
Jitendra, Griffin, McGoey, Gardill, Bhat, and Riley	1998	Multiple	M/F	Experiment	Gr.2-5	Genres: Content area literacy; Special Populations
Kelley, Moore, Tuck	1994	Multiple	M/F	Experiment	Gr.4,5	Questioning Strategies; Reading: Comp.
Ketner, Smith, Parnell	1997	Multiple	M/F	Correlational	Primary Teachers	Belief Systems: Attitudes and perceptions about literacy
Klingele, Warrick	1990	Multiple	M/F	Correlational	Gr. 4	Reading: Achievement
Knight	1992	Single	F	Descriptive	Elem. School	Belief systems: Attitudes and perceptions about literacy

Knudson	1992	Single	F	Experiment & Correl.	Gr.10, 12	Writing: Analysis and assessment
Knudson	1995	Single	F	Descriptive and Correl.	Gr.1-6	Belief Systems: Attitudes & perceptions about literacy
Knudson	1998	Single	F	Correl. & Experiment	Gr.11 & College	Writing: Analysis & assessment
Kolich	1991	Single	F	Experiment	Gr. 11	Literacy Mediums: Technology-related; Vocabulary
Konopak, Readence, Wilson	1994	Multiple	M/F	Descriptive	Preserv. and Ins. Secondary Teachers	Genres: Content area literacy; Belief Systems: Attitudes & perceptions about literacy
Kush, Watkins	1996	Multiple	M/F	Correlational	Gr. 1-4	Belief Systems: Attitudes and perceptions about literacy
Littman, Stodolosky	1998	Multiple	F	Descriptive	Teachers	Specific Populations: Inservice teachers
McAuley, McLaughlin	1992	Multiple	M	Descriptive	8.3-9.6 years	Literacy Mediums: Technology -related; Spelling
McGill, Allington, Yokoi, Brooks	1999	Multiple	M/F	Experiment	Gr. K	Genres: Literature-based
McLain, Gridley, McIntosh	1991	Multiple	M/F	Correlational	Gr. 3-5	Reading: Strategies
McLaughlin	1992	Single	M	Experiment	10yrs.3mos.- 11yrs.6mos.	Specific Populations Special education
McMahon, Richmond, Reeves-Kazelskis	1998	Multiple	M/F	Correlation	Gr. K and K teachers	Belief Systems: Attitudess and perceptions about literacy

McMahon, Goatley	1995	Multiple	F	Qualitative	Gr. 5	Genres: Literature-Based
Mahn, Greenwood	1990	Multiple	M	Experiment	Gr. 1	Motivation: Intervention
Mavrogenes, Bezruczko	1993	Multiple	M/F	Correlational	Gr.K-4; Teachers, Parents	Writing: Influences & development
Mavrogenes, Bezruczko	1994	Multiple	M/F	Correlational	Gr. 5	Specific Populations Race and SES; Writing
Meyer, Wardrop, Hastings, Linn	1993	Multiple	M/F	Correlational	Gr. K	Reading: Instructional environments
Meyer, Wardrop, Stahl, Linn	1994	Multiple	M/F	Correlational	Gr. K, & K Parents & Teachers	Genres: Literature-based
Miller, Meece	1997	Multiple	M/F	Experiment	Gr. 3 & Teachers	Motivation: Intervention
Moore, Caldwell	1993	Multiple	M/F	Experiment	Gr. 2 & 3	Writing: Influences & development
Nielsen, Monson	1996	Multiple	F	Qualitative & Descriptive	Gr. K and Teachers	Literacy Dev.: Environmental factors
Novak, Herman, Gearhart	1996	Multiple	M/F	Correlational	Gr. 2-6	Writing: Analysis & assessment
Olson	1990	Single	F	Experiment	Gr. 6	Writing: Products & processes
Pajares, Valiante	1997	Multiple	M	Experiment & Correlational	Gr. 5	Belief Systems: Attitudes and perceptions about literacy; Writing
Rasinski	1990	Single	M	Experiment	Gr. 3	Reading: Strategies
Rasinski, Padak, Linek, Sturtevant	1994	Multiple	M/F	Experiment	Gr. 2	Reading: Comprehension

Reutzel, Cooter	1990	Multiple	M	Experiment	Gr. 1	Reading:Strategies; Whole Language
Reutzel, Hollingsworth	1991	Mutliple	M	Experiment	Gr. 4	Reading: Strategies
Reutzel, Hollingsworth	1991	Multiple	M	Experiment	Gr. 6	Belief Systems: Attitudes and perceptions about literacy
Reutzel, Hollingsworth	1993	Multiple	M	Experiment	Gr. 2	Reading: Strategies
Richgels, Tomlinson, Tunnell	1993	Multiple	M	Descriptive of	Gr. 5 Text	Genres: Content area literacy
Risch, Kiewra	1990	Multiple	M/F	Experiment	Gr. 8	Writing: Products & processes; Studying
Roberts, Samuels	1993	Multiple	F	Experiment	Gr.4-6	Writing; Literacy Mediums:Techology -related
Schmid, Telaro	1990	Multiple	M	Experiment	High School	Genres:Content Area Literacy
Siegel	1990	Single	F	Experiment/ Correlational	High School Seniors	Reading:Influences and Development
Simons, Elster	1990	Multiple	M	Descriptive	Gr. 1	Reading:Influences and Development
Sindelar, Monda, O'Shea	1990	Multiple	M/F	Experiment	Gr. 2-5	Reading:Strategies
Smith, M.C.	1990	Single	M	Correlational	Gr.1,6,9,12 and adults	Belief Systems: Attitudes and Perceptions about Literacy
Smith, M.W.	1991	Single	M	Descriptive	Gr. 9	Reading: Reader response
Smith, M.W.	1992	Single	M	Descriptive	Gr. 9	Genres:Literature-based

Smith, M; Young	1995	Multiple	M	Correlational	Gr.7-12	Genres:Literature-based
Smith, S.S.; Dixon	1995	Multiple	F	Descriptive	4 yr, olds & parents	Reading: Concepts of print
Snapp, Glover	1990	Multiple	M	Experiment	Middle School & College	Reading:Strategies; Studying
Snider	1997	Single	F	Correlational	Gr.K, 2, 5	Reading: Phonological awareness
Spaii, Ellermann, Reitsma	1991	Multiple	M	Experiment	Gr. 1	Reading:Strategies
Spaulding	1995	Single	F	Experiment	Middle School	Writing: Products and processes
Stahl, Pagnucco, Suttles	1996	Multiple	M/F	Correlational	Gr. 1	Reading:Strategies
Stewart	1992	Single	F	Experiment	Gr. K/1 and their parents	Belief Systems: Attitudes and perceptions about literacy
Stewig	1994	Single	M	Descriptive	Gr. 1	Genres: Content area literacy
Talbert-Johnson, Salva, Sweeney, Cooper	1991	Multiple	M/F	Descriptive	Gr.4-high school	Writing: Handwriting
Toppino, Luipersbeck	1993	Multiple	M/F	Experiment	College Students	Assessment
Traw	1996	Single	M	Descriptive	Teachers & Administrators	Assessment; Whole Language Effects
Varble	1990	Single	F	Experiment	Grades 2 & 6	Writing: Whole Language Effects

Walberg, Ethington	1991	Multiple	M/F	Correlational	17 yrs. old	Writing: Products and processes Assessment
Wasson, Beare, Wasson	1990	Multiple	M/F	Experiment	Gr. 1,3,5,7, 9, 11	Reading: Behavior
White	1995	Single	M	Descriptive	Grade 9	Writing: Products and processes

Table 6 Significant Findings by Author

1. Alexander (1998)
In a replication of Goodman (1965) with 42 children grades 1-3, reading fluency was not found to be significantly associated with use of context in the process of word recognition

2. Allred (1990)
Significant gender differences were found in performance on both standardized and written spelling tests. Across all grade levels, girls scored significantly higher (all p values $<.001$) than boys in both tests. Cross-cultural and effective classroom strategies were not determined as variables.

3. Alvermann, et al. (1995)
Results of posttests of Newtonian principles gave evidence that students who read expository text and participated in scaffolded discussions out-performed those who read the same material in narrative texts and participated in question/answer sessions.

4. Bean (1997)
Qualitative data from interviews of pre-service teachers revealed a substantial variability in the selection and use of fourteen specific vocabulary and teaching strategies in content area literacy as taught in a microteaching strategies practicum. Two of ten teachers reported continued use of the original strategies from practicum. Eight of ten reported using one of the content area strategies in subsequent praticums.

5. Bean, et al. (1999)
Analysis of 7 students' literary journals written in response to reading multicultural novels showed that students produced more personal and interpretive reactions than simple description of events. Given the opportunity to write freely and explore character, students wrote with a sense of agency and voice while exploring ethnic and cultural identity.

6. Bean; et al (1990)
Compared with students receiving biology instruction with either pictorial analogies or teacher explanation, students provided with a combination of pictorial analogies and teacher explanation displayed significantly better comprehension on a 14-item cell structure/function matching test and a short essay question on cells.

7. Carlisle, et al. (1991)
Significant differences between groups on listening and reading subtests indicated that listening comprehension was not a valid measure of optimal functioning in reading.

8. Dale (1994)
Quantitative and qualitative data identified three characteristics of collaborative writing interactions a) amount and kinds of engagement during the writing process; b) the level of cognitive conflict; and 3) the kinds of social interactions. Successful writing interactions involved an authentic conversation about the emerging text and a level of comfort for participants to engage cognitive conflict productively.

9. Davidson, et al. (1994)
Young children did not tend to acquire particular phonemic generalizations that they were taught, but performed poorly on generalizations without prior instruction. Participants who were taught segmenting-only and segmenting plus blending showed significant transfer on tests of word reading and spelling.

10. Davis (1994)
Applying pre-reading modified story mapping resulted in 14% better inferential comprehension (p values $<.0005$) and 7% better literal comprehension than directed reading activity (DRA) at the third grade level. Statistically significant differences were not found at the fifth grade level.

11. Denner, et al. (1992)
Seventh and eighth grade subjects who used story impressions (clue words and telegraphic phrases from a given story) to compose a story of their own as a pre-reading activity demonstrated much greater story recall for both above and below-average readers. Students using story impressions and then writing predictions and students in the control group did not fare as well in story recall. The study supported the use of composing story impressions as an important technique for recall.

12. Dobbie, et al. (1995)
An updated review of previous decades of research, using Herrick and Okada's (1963) classification of handwriting studies, indicated that two new categories have emerged. The additional categories are the use of computers as a tool in handwriting instruction and the application of more sophisticated research designs.

13. Dreher, et al. (1990)
Metalinguistic awareness in first grade students was found to be a strong predictor of reading comprehension performance on standardized reading tests at the third and fifth grade levels. Metalinguistic awareness was defined in three parts: (a) ability to isolate language segments, (b) understanding of reading as a meaning-gathering process, and (c) understanding of terms used in reading instruction.

14. Dwyer, et al. (1993)
Students reported a strong preference for teacher-written comments on their writing over computer-generated comments by a grammar check program. Results showed an 87% preference for teacher comments due to the personal nature of the feedback, ease of understanding, and the fact that the teacher was the ultimate grader. The same group also reported liking using the computer (86%) and that word processors made writing easier (93%).

15. Eldredge (1990)
Third graders identified as poor readers showed gains in the Gates-MacGinty Reading Test Level C after having received eight weeks of pull-out instruction using a group assisted reading technique. The treatment group made greater achievement gains in reading comprehension and vocabulary than the control group.

16. Eldredge, et al. (1990)
With second grade students, phonics knowledge (recognition of the consistent graphophonic patterns in the English language) was found to have a causal impact on both reading comprehension and vocabulary. Reading comprehension was found to have a causal relationship with vocabulary. A casual relationship was indicated if change in one of the three variables measured at the beginning of the year tended to precede change in the other variables measured at the end of the year.

17. Engle, et al. (1991)
Working memory in first, third, and sixth grade students was measured as the number of words, word span and reading span recalled after being given oral directions and reading for comprehension. The number of words recalled in both the word span and the reading span tasks predicted comprehension for all grades. It was also found that as the complexity of directions increased, low-word span subjects in each grade had more difficulty performing directions than did high word span subjects.

18. Engelhard, et al. (1994)
The study analyzed writing samples from three years of state-administered writing tasks for mode of discourse and experiential demand in terms of race and gender. The quality of the writing was assessed by two criteria: topic development and conventions. Statistically significant differences

were found for gender and race. Girls wrote compositions of higher quality than did boys. White students wrote compositions of higher quality than did Black students.

19. Foote (1998)
The study was an effort to overcome internal validity problems of previous studies of higher order questioning strategies (King, 1989, 1990, 1991). The study, however, found no positive effect of student-generated versus teacher-generated higher order question as an instructional strategy.

20. Freppon, et al. (1999)
A comparison of children's acquisition of reading strategies examined skills-based versus whole language instructional settings. The study coded literacy strategies of first grade students for self-correction and substitutions that were meaningful and had letter-sound correspondence. Children in the constructivist-based whole language setting used more reading strategies and exhibited positive stance patterns.

21. Gambrell, et al. (1991)
Practicing retelling stories, without teacher instruction, was found to have a positive impact on free-recall and organizing story elements among proficient and less proficient readers. Practice in retelling stories also increased the quantity and quality of the retelling.

22. Gettinger (1993)
Error correction in spelling, understood as a two component procedure: (a) error imitation and correction and (b) repeated practice to mastery, was studied in a pretest/posttest design. Control group conditions used corrected tests with standard practice and a reduced number of words. Significantly higher weekly test scores and teacher ratings documented higher spelling scores among participants in the experimental intervention.

23. Gillingham, et al. (1992)
A multiple choice extension of cloze texts (called maze) was employed to evaluate the use of mazes as a diagnostic tool for specific reading levels and to examine the order of suggested skills acquisition. Word, sentence and paragraph replacement was elicited. The study affirmed the effectiveness of using maze texts for diagnosis and it found that mazes suggested teaching strategies for the appropriate reading level. Also it was reported that mazes were easy and quick to administer.

24. Glaubman, et al. (1997)
Quality questioning at the kindergarten level was reported as enhancing story comprehension and self-directed learning in both short- and long-term testing. Examining the effects of children's questioning found that theory-based training was more efficacious than controls; while metacognitive-based questioning was superior to active processing.

25. Graham (1998)
As one might expect, handwriting speed contributed significantly to the prediction of legibility in students at grades 1-9. Nevertheless, the development of handwriting speed and legibility produced other interesting results. In the intermediate grades handwriting speed developed unevenly yet tended to level out as students approached adult-like handwriting by 9th grade. Girls' handwriting was more legible and was faster at grades 1, 6 and 7. Right-handers were found to be faster than left-handers, but no noticeable differences were found in legibility.

26. Graham, et al. (1993)
Four empirically-based spelling lists of children's writing were consulted to form a single, basic spelling list for use across grade levels. Words that accounted for 80% of children's writing were included. Words that were theme specific, religious, outdated, or not commonly used by children were eliminated. Commonly used words that were not included in the empirical lists were added.

Words were assigned grade levels based upon difficulty and patterns of usage. The result was a basic spelling list of 850 words.

27. Graham, et al. (1998)
At grades 4-9, four styles of handwriting were investigated for speed and legibility. The styles of handwriting were as follows: manuscript, cursive, mixed-mostly manuscript, and mixed-mostly cursive. The handwriting of students who used a mixed style was faster than a use of a standard style exclusively. Furthermore it was reported that students using a mixed-mostly cursive style generally scored higher in legibility.

28. Grejda, et al. (1992)
Revising writing was found to be positively impacted by the use of word processing on a computer. In a comparison of writing with pencil and paper to using a computer for writing and a combination of the two, it was found that students using the computer corrected more first draft errors and conducted more organizational revisions. Yet, no significant differences were found with regard to holistic writing quality.

29. Griffin, et al. (1995)
A combination of the use of graphic organizers and explicit instruction in their application was found to positively effect reading recall of novel content in social studies texts. Students who read the same material without explicit instruction in the use of graphic organizers demonstrated the same level of recall as students who read and did not use graphic organizers.

30. Haynes, et al. (1992)
In an analysis of literature preferences of fourth grade students using an inventory of 68 annotated titles, no single category of literature was predominant. Nevertheless, boys and girls preferred traditional and modern fantasy, realistic fiction about romance and adjustment, historical fiction, science and health, and biography. Over and above traditional classifications and genre, it was posited that content was the most powerful factor for establishing a literature preference.

31. Helwig, et al. (1999)
Using a video format to accommodate students reading in math revealed that students with higher math proficiency who struggled with reading scored higher as a result of the accommodation. Students with lower math proficiency who struggled with reading and students with average to high math proficiency but with no reading difficulties did not demonstrate significant differences as a result of the video accommodation.

32. Hirumi, et al. (1991)
Students using a concept tree, as a graphic organizer of textual material, outperformed those who did not in a pre-posttest measure. Also the study reported that those students using the concept tree exhibited a higher degree of attention, confidence and satisfaction with the instructional material.

33. Hollingsworth, et al. (1990)
In a test of the impact of attitudes on reading comprehension, students were instilled with a range of attitudes regarding reading about a fictitious land. Prior to reading, one group was primed with a positive attitude about the reading, the second group was primed for a neutral attitude, and the third group was primed with a negative attitude about the reading. Results showed no significant differences in reading comprehension that could be attributed to attitude about the content-related reading.

34. Holmes, et al. (1995)

The mean scores of students who used computer programs to learn the use of Latin and Greek root words in deciphering English terms was significantly higher than the mean scores of students in the control groups.

35. Homan (1993)
Repeated reading was found to positively impact fluency and reading comprehension. In the current study, however, the researchers compared rereading with non-repetitive reading strategies. The non-repetitive strategies included echo reading, cloze reading, and unison reading. The study indicated equivalent benefits for repetitive and non-repetitive methods with both showing significant comprehension improvement over a 7 week period.

36. Jacobson, et al. (1992)
Reading instruction perceptions and information sources of 1,244 U.S. elementary principals were inventoried. The principals reported four major unresolved issues: (a) whole language versus basal approaches; (b) assessment of students' reading progress; (c) the use of trade books in place of basals; and (d) ability grouping students for reading instruction. The most frequently used sources of information regarding reading instruction were the following: (a) professional education magazines, (b) personal contacts with specialists and colleagues, and (c) newspapers. It was noted that although college classes in reading education were not reported, they were rated high in utility along with personal contacts with reading specialists.

37. Jitendra, et al. (1998)
Explicit schema-based instruction and traditional instruction were compared in mathematics with students at risk of failure and those with mild disabilities. Initial and delayed posttest results indicated that both groups' performance increased in math skill with problem solving and generalizing strategies. The schema-based instructional group did demonstrate higher performance than traditional instruction.

38. Kelley, et al. (1994)
Reciprocal teaching strategies (summarizing, self-questioning, clarifying, and predicting) were assessed with primary level, poor performing students in reading comprehension. Test results indicated gains by both experimental and control groups in story reading and attention.

39. Ketner, et al. (1997)
Sixty-six primary teachers were administered the Theoretical Teacher Orientation to Reading Profile and Primary Teacher Questionnaire. The results indicated that there appeared to be a conceptual congruence between developmentally appropriate practice and teacher theoretical orientation in reading.

40. Klingele, et al. (1990)
The study determined a number of non-instructional variables in fourth grade reading achievement scores in the state of Arkansas. Four variables were identified as having significant relationships to reading scores. The percentage of minority students and the percentage of students receiving free lunches had negative relationships. The percentage of staff holding master's degrees or higher and the relative wealth of the school districts in question had a positive relationship to reading scores.

41. Knight (1992)
A positive perception of teacher behavior was related to the use of multiple reading strategies among elementary students. The following reading strategies were identified: rapid reading, predicting outcomes, and seeking help from peers.

42. Knudson (1992)

Argumentative writing samples at 10th and 12th grades indicated variable emphasis in use of and mastery of writing components including claims and data, opposition, and warrant. The use of data and warrants was reported as probably influenced by prior knowledge about the topic.

43. Knudson (1995)
Grade level, gender, and attitude toward writing were confirmed as strong predictors of writing achievement in grades 1-6. Specifically, female students in upper grades who evidence a positive attitude toward writing are more likely to be above-average writers. It was also reported that students see writing in various stages beginning with drawing and then printing and following with application to specific writing strategies.

44. Knudson (1998)
College students' writing was assessed and instructional strategies formed and evaluated accordingly. Based upon a holistic assessment of 250 writing exams of the University of California writing exam, instruction was designed to address summary writing and summarizing techniques, synthesis , and argumentative writing. Evaluation of the instructional strategies found that summarization was effective for improving position, support, macro-level skills, and micro-level skills. Conversely, the results for synthesis instruction were less impressive.

45. Kolich (1991)
Computer assisted vocabulary development was assessed using a program that applied definition-based and sentence context-based instructional strategies. The study found that a mixed approach of both strategies was more beneficial for students than a definition-based approach only. The mixed approach included sentence contexts and synonym clues as well as definitions.

46. Konopak, et al. (1994)
Orientations toward content area reading were found to be inconsistent among pre-service and in-service secondary teachers. When asked to select belief statements about practice and accompanying lesson plans, only teachers holding reader-based beliefs chose corresponding vocabulary and comprehension plans. Pre-service teachers favored an interactive model, but selected a reader-based instructional approach. In-service teachers varied in their beliefs and instructional approach.

47. Kush, et al. (1996)
Attitudes toward recreational and academic reading appear to shift over time. Among students in grades 1-4 it was reported that attitudes toward reading remain relatively positive in the first three years. After three years, attitudes dropped for both recreational and academic reading. Although non-significant grade differences occurred, it was found that girls expressed more positive attitudes toward reading than did boys. Overall girls demonstrated significantly more positive attitudes toward reading than did boys.

48. Littman, et al. (1998)
Professional reading of high school academic teachers was surveyed and analyzed in terms of the extent to which they read professional journals, what they read, and connections between their reading and other professional developmental activities. Half of the surveyed teachers reported reading at least one professional journal a year. Most teachers read subject specific journals over general education periodicals. Teachers who read professional journals were more likely to be active in professional organizations than non-readers. Among subject areas, a smaller proportion of social studies teachers than others reported reading professional journals and being affiliated with professional organizations.

49. McAuley, et al. (1992)
Two commercial computer spelling programs were compared (Add-A-Word and Compu Spell) with five underachieving elementary school students. Over the course of an entire school year, spelling accuracy was documented . Equivalent positive benefits were noted for the programs.

50. McGill, et al. (1999)
Stocking classrooms with a large supply of high-quality library books appeared to have a positive impact on literacy; however classrooms scored significantly higher on every literacy measure when the classroom teacher received professional training in the use and instruction with the books.

51. McLain, et al. (1991)
An evaluation of the Index of Reading Awareness (Jacobs and Paris, 1986) as a valid measurement of metacognition concluded that it should be used cautiously. The adequacy of the scale in its present form is acceptable if used as a total score and only as one measure of the reading process in a portfolio assessment.

52. McLaughlin (1992)
Providing written feedback on reading assignments for students enrolled in a self-contained classroom for behaviorally disordered children and youth was evaluated. The outcomes indicated that written feedback enhanced greater reading accuracy and was reported as favorable by the students themselves.

53. McMahon, et al. (1998)
The Literacy Acquisition Perception Profile and the Inventory of Literacy Indicators were used to evaluate the relationship between kindergarten teacher's perceptions of literacy acquisition and children's literacy involvement with classroom materials. Teachers were identified as adopting a reading readiness skills or an emergent literacy perspective. Children in classrooms of emergent literacy teachers participated in a higher number and greater variety of voluntary literacy events than those in the reading readiness skills classrooms. Additionally, the quality and quantity of literacy materials in the emergent literacy classrooms were found to be much higher than the materials in the reading readiness skills classrooms.

54. McMahon, et al. (1995)
An assessment of student-led literature discussions in fifth grade showed that students adopted leadership roles, exhibited various interactive patterns, and that they helped each other conduct their discussions. The researchers concluded that students could indeed facilitate one another's learning, but the teacher had a significant role in monitoring student discourse and planning for instructional needs.

55. Mahn, et al. (1990)
Cognitive behavior modification was investigated using an experimental design among first graders in reading groups. Significant differences were found among the students who were trained to develop self-guiding statements to use in task performance. Specifically, students who engaged in problem definition, strategy selection, and the development of planned behavior faired better in task performance than the control group.

56. Mavrogenes, et al. (1993)
Influences on writing development of low-income African-American children were studied. Results indicated that the subjects evidenced low writing ability, they did not like to write, they did little writing, and what writing they did emphasized mechanics over content. There were strong correlations between writing ability and effort, attitude, teacher and student expectations, maturity, motivation, self-confidence, and behavior.

57. Mavrogenes, et al. (1994)
Written compositions of African-American 5th grade students were analyzed according to structure and content and thinking as well as other non-academic variables. Results indicated that writing achievement was low. Significant correlations appeared between affective characteristics and both

structure and thinking. Girls significantly out-scored boys on seven variables. Mean scores for thinking tended to increase when the topic was closest to the students' personal experiences.

58. Meyer, et al. (1993)
What happens in the kindergarten classroom, rather than the length of the school day (half-day versus full-day) or time of instruction (morning versus afternoon) was found to be the significant difference in academic achievement as measured by the Wide Range Achievement Test, the Woodcock Reading Comprehension Paragraphs, and researcher classroom observation.

59. Meyer, et al. (1994)
The assumption that time spent reading to children enhanced reading achievement was severely challenged by this study. The amount of time kindergarten teachers spent reading to their students was found to have a negative correlation to the children's reading achievement. Similarly, the amount of time first grade teachers and parents spent reading to the students was found to be unrelated to reading achievement. Active involvement with literacy development activities was found to have a greater positive impact on reading achievement.

60. Miller, et al. (1997)
The ways that teachers structure reading and language arts assignments was found to positively influence the students' motivation. Eight participating teachers implemented the following modifications for instruction: (a) to write multiple paragraphs, (b) to collaborate with peers, and (c) to self-monitor progress over extended time periods. How the teachers implemented the desired modifications was found to positively impact student motivation more than the specific accommodations.

61. Moore, et al. (1993)
Using drama and drawing was found to be effective as planning activities for narrative writing. Furthermore, drama and drawing groups in the study were more successful in their narrative writing projects than a control group than employed a traditional discussion format for language arts instruction.

62. Nielsen, et al. (1996)
Literacy development at the kindergarten level was investigated in terms of enrollment age and curricular approaches (emergent literacy versus reading readiness). Students at the lowest enrollment age in classrooms identified as emergent literacy showed greater gains in literacy development than did those of higher enrollment age in the reading readiness classroom settings.

63. Novak, et al. (1996)
The study presented techniques for establishing the reliability and validity of performance-based assessments of student writing. Three methods were applied to the evaluation of rubrics for holistic scoring: percentage agreement, correlations between rater pairs, and generalizability studies. Although reliability and developmental validity were established, correlational patterns were not clear.

64. Olson (1990)
The impact of peer feedback on the quality of sixth grade student writing and the amount and kind of revision behaviors were studied. Quality of writing analyses revealed significant differences across groups on both rough and final drafts. Peer feedback appeared to help students write initially superior rough drafts, but was not consistently linked to improved content in final drafts. Successful surface structure editing occurred with or without peer feedback.

65. Pajares, et al. (1997)
Self-efficacy belief was found to be a strong predictor of writing performance for 5th grade girls and boys. Writing aptitude influenced a sense of self-efficacy, writing apprehension, and perceived usefulness of writing. Although girls reported a higher sense of self-efficacy, found

writing more useful, and had lower apprehension than did boys. No differences in performance were found.

66. Rasinski (1990)
Repeated reading and listening-while-reading techniques were found to be beneficial in developing fluency in reading. No significant differences were found between the two methods.

67. Rasinski, et al. (1994)
Fluency development lessons given for 10-15 minutes as a supplement to the regular reading curriculum in urban second grade classrooms resulted in fluency gains. Participating teachers responded positively to the instructional technique.

68. Reutzel (1990)
In a comparison of four 1st grade classrooms (two employed whole language strategies and routines, two utilized a basal skills-based program), the whole language strategies classrooms yielded superior standardized test scores to classrooms featuring more traditional basal skills-based programs.

69. Reutzel, et al. (1991)
A comparison of reading comprehension on fourth grade criterion-reference tests found no significant differences among students who spent 30 minutes a day in sustained reading versus students who combined sustained reading for 15 minutes a day with skills instruction and students that received skills-only instruction.

70. Reutzel, et al. (1991)
Experimentally created topic-related text did not impact reading attitudes or immediate recall. Delayed recall was negatively impacted by experimentally created topic-related texts, however.

71. Reutzel, et al. (1993)
Using the oral recitation lesson technique was found to develop fluency and comprehension in reading. Significant differences in the treatment group were reported to the control group that employed traditional round robin reading for instruction. Researchers claim a tentative causal relationship between the treatment and reading fluency and comprehension.

72. Richgels, et al. (1993)
Historical novels and informational trade books compared favorably to history textbooks. Trade book passages contained longer, more complex sentences, achieved deeper elaboration of a smaller subset of topics and more often used macro-level organizing predicates than did textbook passages. Other indicators such as better structure and coherence suggested that trade books were more comprehensible than textbooks.

73. Risch, et al. (1990)
Note taking in various forms and/or content did not affect test performance directly. In terms of gender, however, girls tended to take more notes than boys and they scored higher on factual recall tests due to the amount of notes taken. No differences in performance were found between those who utilized their own notes solely, the group that relied on personal and expert notes, and the group that relied on listening to the lectures and used expert notes.

74. Roberts, et al. (1993)
Traditional handwriting remediation using pencil and paper was found to be superior to commercial computer-based programs. In a comparison of pencil and paper handwriting instruction to Apple Graphics and Touch Window, results indicated that the traditional group demonstrated significant improvements from pre- to posttest on five measures. The computer-based programs yielded improvements on two measures.

75. Schmid, et al. (1990)
Concept mapping (drawing a network of meaningful connections) by high school students learning biology facilitated low-ability learner's performance, but only on a relational knowledge level. It was also reported that the technique required little effort or resource cost to implement.

76. Siegel (1990)
Home, school, and extracurricular experiences from preschool through high school were identified and evaluated as to their importance in acquiring adult literacy. Early childhood experiences were found to be an important predictor of adult reading status.

77. Simons, et al. (1990)
An examination of four 1st grade reading texts (basal readers and trade books) revealed that different series varied in the degree to which text interpretation was picture dependent. The study found the decrease in illustrations from beginning to end problematic.

78. Sindelar, et al. (1990)
Reading fluency and recall as a result of repeated reading was found to be beneficial for instructional and mastery level readers. A comparison of learning disabled and non-disabled instructional level readers showed no significant differences. Both groups reported gains in fluency and recall.

79. Smith (1990)
A longitudinal study (40 years) of the development of reading attitudes gave evidence that reading attitudes are stable over time. The results also showed that the early adult measure accounted for one third of the variance on the adult attitude measure and that early childhood measures seem to be poor predictors of adult attitudes.

80. Smith (1991)
Successful readers tended to rely more heavily on personal experiences in reader responses than did less-successful readers. The effect of the type of story and the orientation of the students toward reading showed no significant differences.

81. Smith (1992)
Direct instruction of 9th grade students' understanding of unreliable narrators in stories was found to have no direct impact on their interpretive operations. It was reported that some of the students did appear to be less submissive to the text as a result of the treatment.

82. Smith, et al. (1995)
A survey of liking a story (defined in three parts as liking the effects, the reading experience, and surface features) was evaluated with readers 7th to 12th grade. The survey was found to exhibit construct validity and that it implemented a single variable leading the evaluators to affirm its use to assess secondary students liking of particular stories.

83. S. Smith, et al. (1995)
In a comparison of what literacy concepts lower-income and middle-class 4-year-olds bring to preschool; the study found that even as young as 48 months, children from lower-income families are at a distinct disadvantage to their middle-class counter parts with regard to understanding written language. Limited knowledge of literacy was not confined to impoverished preschoolers. The combined results suggested that few experiences with print were the dominant factor and not level of income.

84. Snapp, et al. (1990)
Students at the middle school and college level who used advanced organizers to formulate study questions were compared to control groups. The results indicated that, at the middle school level, the use of advance organizers had a positive impact on the formation of lower-order study questions. At the college level, use of advanced organizers positively impacted the development of higher order study questions.

85. Snider (1997)
The relationship between phonemic awareness and later reading achievement was examined in a longitudinal study beginning at 1st grade with follow-up testing at 2nd and 5th grades. Results indicated a significant correlation between performance on some phonemic awareness tasks and reading achievement in second grade. Students from the lowest quartile were retested three years later and it was found that they did not read fluently even though they were a heterogeneous group. The researcher cautioned against using the study for the purposes of justifying retention or identification for special education.

86. Spaai, et al. (1991)
Learning to read single words by whole-word and segmented-word feedback were compared with first grade students within 9 months and 4 months of reading experiences. In both cases the whole-word feedback showed greater gains in reading words than did the segmented feedback. Segmented feedback was found to be an intermediate strategy between whole-word feedback and no feedback.

87. Spaulding (1995)
The psychological presence of teachers was found to have a varying degree of impact on students' writing tasks levels of engagement. Among students reported as having a high level of linguistic competence, less psychological presence of the teacher was linked to higher levels of engagement. Conversely, students reported as having low levels of linguistic competence were more engaged in writing when the teacher had a greater psychological presence.

88. Stahl, et al. (1996)
The adaptation of a particular stance in classroom atmosphere was found to be more influential in reading achievement than a particular philosophical stance toward instruction. In a comparison of whole language versus "traditional" basal reading programs the finding suggested that the pacing of instruction rather than the mode of instruction impacted reading achievement. Students in classrooms that provided instruction at a more demanding pace showed significant differences in reading achievement gains.

89. Stewart (1992)
Kindergarten children were found to be able to describe their awareness of how they are learning to read. Participating children in whole language settings provided individualized and small group instruction with language experience, shared reading and phonics support were able to provide greater detail and more comprehensive responses than those in whole group phonics-based programs.

90. Stewig (1994)
A study of the development of visual literacy using the work of Homer Winslow and Paul Klee with urban and suburban first grade students found a variety of significant difference from the first sampling to the second. In the first sampling of dictation, urban children exceeded suburban children in their dictated descriptions of the paintings. In the second sampling, at the end of school year, suburban children exceeded urban children in the quantity and quality of descriptions provided.

91. Talbert-Johnson, et al. (1991)
Handwriting legibility was measure by function rather than topographical units of measure. There was no overlap found between the categories of easy-to-read or difficult-to-read. Further, there was small variability with easy-to-read and, conversely, large variability with difficult-to-read samples.

92. Toppino, et al. (1993)
A negative suggestion effect was found to be widespread with objective tests. The study found that college students were more likely to identify false information as true because it had appeared on a test. The finding was replicated with verbatim as well as paraphrased informational items.

93. Traw (1996)
No significant differences over time in standardized test scores were found in two mid-sized, mid-western school districts prior to and after a philosophical commitment to whole language instruction was implemented. Teachers and administrators expressed a pronounced preference for whole language instruction due to its positive affective and social effects.

94. Varble (1990)
The writing of students taught using a whole language or a traditional approach was analyzed at the second and the sixth grade level. Findings reported that second grade students taught using whole language produced better writing samples in terms of quality of content. No significant differences were found with regard to mastery of mechanics. No significant differences emerged at the sixth grade level in either approach.

95. Walberg, et al. (1991)
In a U.S. national assessment of writing performance and motivation, a random sample of 288 seventeen-year old students from a larger sample of 28,860 was analyzed. Writing performance was considerably less predictable than writing motivation. Researchers speculated that the reason was due to the generally poor achievement on the writing task.

96. Wasson, et al. (1990)
The behaviors of poor readers as compared to good readers found that no significant differences starting work on assignments, having necessary materials available, making unacceptable noise, being out of place, or making unacceptable contact with other persons or their property. Poor readers, however, differed from good readers in that they were off task more and volunteered less than good readers. The results suggested that poor readers could be viewed as uninvolved students.

97. White (1995)
The use of autobiographical writing prior to reading with ninth graders was found to result in more substantial discussion and understanding characters at a more abstract level than those who did not participate in the treatment.

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